DOCUMENT RESUME

ED 255 098 HE 017 393

AUTHOR Lindquist, Victor R.; Endicott, Frank S.
TITLE Trends in the Employment of College and University Graduates in Business and Industry. Northwestern Endicott Report, 1984. Thirty-eighth Annual Report.
INSTITUTION Northwestern Univ., Evanston, Ill. Placement Center.
PUB DATE 83
NOTE 22p.; For the 1985 report, see HE 018 082.
AVAILABLE FROM Northwestern University, Placement Center, 601 University Place, Evanston, IL 60201 ($5.00).
PUB TYPE Statistical Data (110) -- Reports - Research/Technical (143)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Business; Business Administration Education; Career Counseling; *College Graduates; *Demand Occupations; Economic Climate; *Employment Opportunities; Higher Education; Humanities; Industry; Job Application; Liberal Arts; Long Range Planning; Majors (Students); *Personnel Policy; Personnel Selection; Portfolios (Background Materials); *Recruitment; Salaries

ABSTRACT

Results of a 1983 survey on policy and practice in the employment of college graduates in 262 well-known business and industrial firms are presented. The number of companies hiring graduates in nine bachelors-level and five masters-level fields are specified for both 1983 and 1984, along with the number of graduates for each field and salary levels. Information is also provided on: whether the firm's college recruiting is geared to the current business cycle or to a long-range manpower plan; the effect of drastic recruiting curtailment on a long-range manpower plan; whether college recruiting is continued during a general economic slowdown; the percentage of hires in 1983-1984 that will come from campus recruiting; and sources that will be used to fill exempt position needs in 1983-1984. Ten types of advice that are provided by personnel staff to help freshmen undergraduates plan for the future are identified, along with myths and realities about the Master of Business Administration degree. Additional survey findings are covered: attitudes and experiences for or against the liberal arts graduate and the future utilization of these graduates; the recruitment of PhDs with humanities background or elementary and secondary school teachers; and considerations in evaluating a resume. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED255098

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Victor E. Lindquist

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED 113 393

THE NORTHWESTERN ENDICOTT REPORT

TRENDS IN THE EMPLOYMENT
OF
COLLEGE AND UNIVERSITY GRADUATES
IN
BUSINESS AND INDUSTRY

1984

THIRTY-EIGHTH ANNUAL REPORT

A Survey of 262 Well-known Business
and Industrial Concerns

by

VICTOR R. LINDQUIST
Associate Dean
Director of Placement

Consultant
FRANK S. ENDICOTT
Director of Placement, Emeritus

Copyright, 1983
By Northwestern University
Evanston, Illinois

This report may not be reproduced in whole or in part without written permission from Victor R. Lindquist, Director, The Placement Center, Scott Hall, Northwestern University, Evanston, Illinois 60201

Published by The Placement Center/Northwestern University

INTRODUCTORY STATEMENT

This is the thirty-eighth annual survey of policy and practice in the employment of college and university graduates in business and industry. A total of 262 well-known companies responded to the inquiry. All but a few are large- or medium-sized national corporations. Almost all of these companies have recruited college graduates for many years. Reports came from 26 states and Washington, D.C., representing all major regions of the nation. Survey forms were returned from November 7 to November 29, 1983.

The economic outlook for our responding corporations was optimistic with 71% of the corporations predicting a better year for business in 1984. Though the tempo was genuinely upbeat, those with a more cautious perspective wondered about the size of the federal deficit and interest rates. Would the purchase of automobiles and other durables continue in an upward trend? Would construction flounder if the cost of money did not drop? Reasons could be found for either course, but one had to recognize that it was an election year and that traditionally bodes well, even for the chary.

The major purpose of this report is to supply information, which will be of value and interest to colleges and universities as well as to employers. An important continuing feature of the surveys is an estimate by the responding companies of the number of graduates to be employed during the coming year and the starting salaries to be offered.

The willingness of hundreds of corporate personnel executives to supply information, often at considerable cost in time and effort, is greatly apppreciated and care is taken not to identify the responding companies in any way.

SOURCES OF DATA

The responding companies represent a variety of business interests. They are classified as follows:

Automobile/Aircraft	9	Machinery/Heavy Equipment	11
Banking/ Investments	19	Oil/Gas	13
Building Materials/Construction	10	Paper/Paper Products	4
Carriers/Transportation	6	Printing/Publishing/Advertising	7
Computers/Business Machines	12	Public Accounting	10
Consumer Goods	6	Research/Engineering	10
Drugs/Chemical	23	Retail Sales/Mail Order	12
Electronics	18	Steel/Other Metals	3
Food/Grain Processing	15	Textiles/Rubber/Glass	7
Insurance	3	Utilities	22
Light Manufacturing	32	Other	10

CORPORATE PERFORMANCE AND OUTLOOK

A general assessment of the current year's business and recruiting activity and the outlook for the next year.

* * *

CORPORATE PERFORMANCE IN 1983

BETTER THAN 1982 . . . . . 57%
ABOUT THE SAME AS 1982 . . . . . 25%
WORSE THAN 1982. . . . . 18%

CORPORATE OUTLOOK FOR 1984

BETTER THAN 1983 . . . . . 71%
ABOUT THE SAME AS 1983 . . . . . 25%
WORSE THAN 1983. . . . . 4%
THOSE WHO HAD A BETTER 1983 AND PREDICT AN EVEN BETTER 1984. . . . 47%

COLLEGE RECRUITING IN 1982-83

How did last year compare to a normal year?

RECRUITING LESS THAN NORMAL. 62%
ABOUT NORMAL 21%
MUCH MORE THAN NORMAL. 17%

If you curtailed your college recruiting, what means were used?

(a) No on-campus recruiting. 29%
(b) Visited fewer campuses 18%
(c) Fewer interviews per campus. 26%
(d) Offer-interview ratio lower. 9%
Fewer campuses, interviews and offers (b-c-d). . 21%
Fewer campuses and offers (b-d). 17%
Fewer campuses and interviews (b-c). 4%

CORPORATE RECRUITING FOR COLLEGE GRADUATES - CLASS OF 1984

	Bachelor's Degree	Master's Degree
Corporations with needs UP	65%	35%
Corporations with SAME as 1982	9%	47%
Corporations with needs DOWN	26%	18%

Total number of companies reporting. 260

THE EMPLOYMENT OF INEXPERIENCED COLLEGE GRADUATES DURING THE PAST YEAR AND FOR NEXT AS REPORTED BY 260 COMPANIES

	Past Year (1983)		Next Year (1984)	
BACHELOR'S LEVEL	No. Companies	No. Grads	No. Companies	No. Grads
Engineering	137	9,330	148	11,253
Accounting	111	3,578	123	4,455
Sales-Marketing	78	2,748	81	3,026
Business Administration	79	1,497	75	1,921
Liberal Arts	42	406	35	345
Computer	96	3,086	115	3,937
Chemistry	42	292	40	381
Mathematics or Statistics	43	311	35	257
Economics or Finance	47	489	44	466
Other Fields/Undesignated	48	2,044	42	2,574
TOTALS - Bachelor's Level		23,781		28,615
MASTER'S LEVEL				
Engineering	56	1,485	57	2,023
Other Technical Fields	42	909	36	1,146
MBA with Technical BS	49	768	49	891
MBA with Non-Technical BA	86	1,196	88	1,423
Accounting	22	237	26	340
Other Fields/Undesignated	27	416	20	574
TOTALS - Master's Level		5,011		6,397

Engineering:	Bachelor's	Up for 1984....21%	Master's	Up for 1984....36%
Non-Engineering:	Bachelor's	Up for 1984....20%	Master's	Up for 1984....24%
Totals:	Bachelor's	Up for 1984....20%	Master's	Up for 1984....28%

College Graduates to Be Hired at Various Salary Levels

Bachelor's Degree Class—1984

Field	1000 -1199	1200 -1299	1300 -1399	1400 -1499	1500 -1599	1600 -1699	1700 -1799	1800 -1899	1900 -1999	2000 -2099	2100 -2199
Engineering			1 (1)		5 (3)	4 (1)	69 (4)		540 (11)	1269 (17)	1491 (27)
Accounting		8 (5)	15 (1)	43 (8)	180 (21)	2438 (28)	1316 (26)	312 (17)	35 (4)	1 (1)	2 (1)
Sales-Marketing		144 (4)	18 (3)	470 (9)	891 (17)	310 (14)	184 (8)	777 (7)	34 (3)	7 (2)	17 (2)
Business Administration	15 (3)	146 (3)	118 (9)	246 (11)	109 (14)	335 (12)	595 (10)	208 (7)	26 (1)	47 (2)	
Liberal Arts		42 (3)	48 (6)	32 (3)	40 (8)	52 (4)	13 (3)	59 (3)		40 (1)	10 (1)
Computer	2 (1)		5 (1)	121 (5)	39 (5)	60 (8)	253 (14)	106 (6)	457 (13)	1000 (30)	573 (8)
Chemistry					22 (3)	40 (5)	2 (2)	47 (8)	75 (9)	11 (4)	2 (1)
Mathematics or Statistics			9 (3)		17 (3)	15 (2)	44 (6)	71 (8)	19 (3)	11 (2)	15 (2)
Economics or Finance		14 (3)	25 (3)	54 (4)	6 (3)	67 (9)	149 (10)	83 (6)	26 (2)	33 (2)	
Other Fields	7 (1)	1 (1)	30 (2)	29 (3)	30 (5)	28 (5)	36 (5)	85 (4)	384 (6)	17 (2)	2 (1)

Master's Degree Class—1984

Engineering										42 (2)	7 (2)
Other Technical Fields									20 (1)	180 (3)	17 (2)
MBA With Technical BS						4 (2)			253 (2)		11 (2)
MBA With Non-Technical BA						6 (2)	2 (1)		239 (4)	137 (5)	32 (6)
Accounting							3 (2)	18 (1)	169 (4)	89 (4)	18 (4)
Other Non-Technical Fields					6 (1)	2 (1)		3 (2)	25 (1)		30 (1)

Average Increase For:

Bachelor's Engineering 3.5%
Bachelor's Non-Engineering 4.4%
Master's Engineering 2.1%
Master's Business 4.8%
Other Master's 4.4%

Salary Increase %	Negative	.0
Frequency	25	111
% in Classification	4%	16%

2200 -2299	2300 -2399	2400 -2499	2500 -2599	2600 -2699	2700 -2799	2800 -2899	2900 -2999	3000 -3099	3100 -3199	3200 -3399	Average 1984*	Average 1983*	% Change
4351 (47)	908 (8)	2168 (13)	1 (1)		110 (1)						2237	2162	+ 3.5%
1 (1)			12 (1)								1681	1621	+ 3.7%
41 (2)											1635	1569	+ 4.2%
		8 (1)									1618	1594	+ 1.5%
											1612	1547	+ 4.2%
63 (6)	1120 (5)	15 (1)	1 (1)	2 (1)							2072	1958	+ 5.8%
11 (1)	116 (3)			1 (1)							2016	1959	+ 2.9%
18 (2)	32 (1)			1 (1)							1868	1722	+ 8.5%
											1707	1632	+ 4.6%
187 (3)											1928	1851	+ 4.2%

2 (2)	207 (7)	289 (12)	157 (11)	801 (11)	430 (4)	4 (1)	10 (1)	10 (1)			2580	2527	+ 2.1%
67 (6)	75 (3)	163 (9)	157 (3)	395 (3)	14 (3)					15 (1)	2430	2327	+ 4.4%
40 (6)	44 (4)	344 (9)	37 (4)	5 (1)	30 (4)	7 (3)	55 (2)	8 (2)	30 (2)	16 (2)	2369	2248	+ 5.4%
51 (9)	120 (8)	226 (8)	100 (8)	54 (5)	162 (9)	145 (6)	84 (6)	24 (2)			2397	2301	+ 4.2%
6 (1)	17 (4)	2 (1)	13 (3)		5 (2)						2040	1955	+ 4.3%
11 (3)	169 (4)	30 (1)	1 (1)	5 (2)			1 (1)	1 (1)			2281	2186	+ 4.3%

*Salary per month. Averages take into account the number of graduates to be hired at each level.
()Number of hiring companies in parentheses.

Distribution of Percentage Salary Increases

.01-.99	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0-6.9	7.0-7.9	8.0-8.9	9.0-9.9	Above 10
12	32	63	84	76	86	62	21	12	12	29
2%	5%	10%	13%	12%	14%	10%	3%	2%	2%	5%

PERSONNEL PLANNING AND RECRUITING

The questions were designed to elicit information about the utilization of manpower planning as a part of the corporate planning process, the cause and effect relationships considered by the planners when college recruiting was cut back or continued, and what sources are used to fill corporate exempt personnel needs.

* * *

Is your college recruiting geared to the current business cycle or to a long-range manpower plan?

Current Business Cycle 60%

Long-range Manpower Plan 40%

Fifty percent (50%) of all firms stated that their college recruiting was primarily conducted on the basis of their position in the current business cycle, but they also had a long-range manpower plan which was considered.

Thirty-seven percent (37%) have a long-range plan and hire personnel accordingly.

Size, industry tradition and relative immunity from dramatic economic swings were factors in a corporation's adherance to a long-term plan in college recruiting. Long- and short-term hiring plans in some companies were separated by academic levels, undergraduate quotas were short-term and graduate, master's and doctorate plans were long-term. Some hired engineers for their current business, while non-tech, or managerial employment, was keyed to the long-range plan.

How long into the future does your manpower plan extend?

Two (2) years or less. 44%

Three (3) to five (5) years. 51%

Six (6) to ten (10) years. 5%

How will drastic recruiting curtailment affect your long-range manpower plan?

A majority recognized that in three to five years there would be a lack of promotable talent. Some stated that a more serious shortage of trained personnel available for key positions would occur after five years. A few companies felt that the greatest loss would be in the technical area, not general management, when normal attrition became a more important influence on long-term needs.

Many corporations did not consider cutting back for one or two years a problem, since they would increase the recruiting of college graduates in subsequent years. A common solution, mentioned by many who recognized that a future critical need will arise, state that they would pay the price and hire experienced people from their competition when required. Corporations committed to a promote-from-within policy are reluctant to solve the problem in this fashion because of the deleterious impact on morale of present employees. Reorganization in some companies that are now operating with leaner management has reduced short- and long-range goals for the recruiting of college graduates.

PERSONNEL PLANNING AND RECRUITING

When there is a general economic slowdown, why do you continue college recruiting?

Firms not effected by the slow economic conditions sustained their recruiting program to meet both the short- and long-term needs. They found recruiting easier and were able to find more "quality" than ever before.

Organizations caught in the generalized slower business environment that kept on recruiting, though often at reduced levels, made statements like: "It's the best source for quality talent at the least cost per hire." "Long-term strategic goals dictate a continuing input of new talent." "We are absolutely committed to maintaining our management training program." "To meet anticipated future and technical needs." "It's investment spending."

What percentage of your hires in 1983-84 will come from campus recruiting?

TECHNICAL CAMPUS RECRUITING

Forty percent (40%) will recruit . . . . . 0 - 25%

Fourteen percent (14%) will recruit. . . . . 26 - 50%

Twenty-one percent (21%) will recruit. . . . . 51 - 75%

Twenty-five percent (25%) will recruit . . . . . 76 -100%

BUSINESS/NON TECHNICAL RECRUITING

Forty-four percent (44%) will recruit. . . . . 0 - 25%

Fifteen percent (15%) will recruit . . . . . 26 - 50%

Twenty-one percent (21%) will recruit. . . . . 51 - 75%

Twenty percent (20%) will recruit. . . . . 76 -100%

What percent of new exempt hires in 1983-84 will be experienced vs. inexperienced?

Experienced. 57%

Inexperienced. 43%

Fifty percent (50%) of the reporting corporations are recruiting more than 64% from experienced ranks.

What sources will you use to fill your exempt position needs in 1983-84?

College recruiting	35%	Executive recruiters.	4%
Unsolicited resumes.	10%	In-house training programs. . .	6%
Employment agencies.	12%	Newspaper advertising	19%
Referrals.	11%	Other sources *	3%

*Government Agencies, Past Interns, Consulting Professors, Laid-off Employees, Transfers, Job Fairs, College Alumni Placement Offices, Trade Journals

CAREER COUNSEL FOR THE FRESHMAN

What advice, would you as a personnel professional, give a freshman undergraduate who is making his or her plans for the future?

* * *

1. Twenty-six percent(26%) advised a student to obtain work experience in a variety of career fields through part-time, summer, internship or co-op experiences. Become more focused in your chosen field thrcugh your work experiences.

   "Get job experience while i college to gain a better understanding of business."

2. Take course work in business and technical areas, such as math, sciences and computer was recommended by 16%.

3. Ten percent (10%) urged a student to obtain occupational information and career counseling early in his or her decision making before determining a major. Read and talk to people in various careers and fields, utilize his or her Placement Center.

   "Talk to as many persons as you can who are engaged in fields of your interest and also those in areas where there is a void in your personal experiences to find out the positive and negative aspects of each possible career opportunity."

   "Research several alternative careers and make sure the chosen one not only offers excellent long-term opportunities, but also provides the type of responsibility from which personal satisfaction is derived. Understand your own personal needs."

4. Pursue your own interests based on your strengths and values. Do some self-assessment was suggested by 10% of all respondents.

   "Identify your vocational interests and personal values and strive to integrate these toward academic disciplines which appear to be aimed at high growth industries and professional fields."

   "Whatever you do, do with enthusiasm, or find something else to do."

5. Get good grades, according to eight percent (8%) of those polled.

6. Seven percent (7%) indicated the importance of developing oral and written communication skills.

   "Besides becoming strong technically, work on your interpersonal and communication skills along with writing abilities in order to succeed. Know how to handle yourself socially."

7. Get a technical or business degree, not just course work, was suggested by seven percent (7%).

8. Set goals early and work for them realistically throughout college was advised seven percent (7%) of those polled.

> "The freshman should not only concentrate on being an excellent student but also a well rounded individual with a definite value system...don't lose sight of establishing goals and objectives that can be measured."
>
> "Establish goals with a definite course of study. The attitude that I should enjoy my college years and worry about employment later is totally unrealistic."

9. Six percent (6%) of the employers urged the student to become active in leadership roles through extracurricular activities.

10. Develop well rounded characteristics: motivation, discipline, assertion and flexibility suggested five percent (5%) of the respondents.

> "It's very important to learn (and to recognize what has been learned) from every experience. Smart, educated and sensitive people will always do well.

In any event:

> "Good luck."
>
> "Marry well."
>
> "The future is yours, revel in it!"

The cost of delaying your plans will only bring frustration at the end of your college career. Do things by design, not by default. Plan ahead, become informed. Take an active role, don't live or work vicariously. Explore as many different avenues as possible, you may not have as many opportunities once you are out of school!

* * *

RECRUITING OUTLOOK IN 1987-88

What do you think the demand for new college graduates will be in three to four years?

Increasing . . . . 68% Leveling Off . . . 28% Decreasing 4%

	Frequency of Response Demand		
In Areas of Specialization	Increasing	Leveling Off	Decreasing
Engineering.	69%	27%	4%
Accounting & Business.	48%	48%	4%
Computer Science	73%	23%	4%
Liberal Arts	20%	40%	40%
MBAs	27%	58%	15%

THE MBA - MYTHS AND REALITIES

The value of the MBA degree to the degree holder and to the employer is perhaps not as clear cut today as it was a few years ago. We asked the survey participants to respond to fifteen statements giving their company's and personal viewpoint on various issues concerning the MBA, its value, recruiting and subsequent performance of the MBA on the job.

* * *

Statement	Response Frequencies: Disagree or Strongly disagree	Neither Agree nor Disagree	Agree or Strongly agree
We're hiring more MBAs than 5 years ago.	41%	25%	34%
There is a surplus of MBAs entering the market.	4%	21%	75%
MBAs are well prepared to contribute to our firm.	24%	48%	29%
MBAs are too expensive.	13%	36%	51%
The MBA is the "union card" for entry into top management.	72%	16%	12%
MBA turnover is higher than we would like to see.	19%	60%	21%
New MBAs have unrealistic expectations which may lead to job dissatisfaction.	7%	26%	67%
MBA degrees will open doors during the job search that a BA will not.	21%	24%	55%
Hard work and intelligence will compensate for not having an MBA.	9%	25%	66%
MBA schools tend to instill short-term values.	14%	50%	36%
MBAs have stronger analytical skills than interpersonal skills.	14%	49%	37%
It is important to work for a few years before getting an MBA.	6%	25%	69%
We only recruit MBAs from the top 10 schools.	42%	21%	27%
It doesn't pay to get an MBA from a mediocre school.	31%	38%	31%
MBA turnover is higher than BA or BS turnover.	29%	52%	19%

Cross Tabulations

Of those who agreed that MBAs had unrealistic expectations (67%), only 27% of that group thought turnover was too high and 10% found it to be acceptable.

Of those who agreed that MBA turnover was too high (21%), 63% believed that it was higher than BA turnover. 12% felt that it was lower.

Of those who felt that MBA turnover was not too high (19%), 8% agreed that MBA turnover was higher than BA turnover, and 73% thought it was lower.

Of those who believed than an MBA will open doors (55%), 60% thought hard work and intelligence would compensate for not having an MBA degree, 11% thought it would not.

Of those who did not believe that an MBA degree will open doors (21%), 81% thought hard work and intelligence would compensate and 2% felt it would not.

Of those who are hiring more MBAs than they did 5 years ago (34%), 44% agreed that they were well prepared. 8% felt that they were not.

Of those who are not hiring more MBAs (41%), only 17% thought they were well prepared and 36% thought they were not.

Comments:

> "Organizations still hire MBAs as 'window dressing.' Definite strategic plans are not in place when the MBA is hired."
>
> "From my personal experience as a professional and an MBA, I feel that an MBA is not the only criteria for outstanding job performance and success within our organization. Just as important but initially less tangible, is an individual's personal attributes. Our most exemplary employees have been those that possess motivation, drive and appropriate education. All of these factors are critical to the success of an individual - possession of an MBA is not the only criteria."
>
> "Bachelor degree candidates with a high GPA and usable work experience do equally as well as MBA candidates."
>
> "We only recruit MBAs from the top 10 schools and expect them to contribute to the organization without going through a formal training program. For the most part this has been true in our organization. The turnover has not been extremely high, but there are instances of unrealistic expectations."
>
> "The MBA is an effective screening tool. One who graduates can be assumed to have the necessary intelligence needed to perform most assigned tasks. The development of interpersonal skills, however, does not seem to have much relationship to whether a person has received his/her MBA. We are interested in smart, mature individuals who have leadership traits and will develop people handling skills. If they also happen to have an MBA, so much the better."
>
> "They track more quickly through the training program, but they tend to leave if not promoted as quickly as they wish to be. They need more visibility faster than BAs."

It is interesting that cross tabulations between many of the statements defined two groups among the respondents: one that has had a favorable experience with MBAs and the other an unfavorable experience. It is difficult to ascertain why the respondents hold their opinions. It could be assumed that the cause lies on both sides of the issue. Are many MBAs actually unprepared to contribute to a firm in a substantial way, or do some firms have unrealistic conceptions of what a new MBA is capable of contributing? Do many MBAs have unrealistic expectations concerning advancement and visibility, or do some firms, where advancement is traditionally slow and where everyone must spend time paying dues, hire MBAs when they should hire bachelor's level candidates? Both "pro" and "con" groups believe that the MBA is not a "union card" and that hard work and intelligence will prevail over the span of a non-degreed candidate's career, so we could conclude that there is no built-in bias for or against MBAs in general. Perhaps the difficulty arises when firms do not accurately assess their needs vis-a-vis the MBA and the candidates who do not investigate and evaluate their future within an organization prior to accepting a position.

LIBERAL ARTS RECRUITING

Though the largest group of college graduates completes their baccalaureate in the Liberal Arts, the active recruiting of these generalists has always come in a poor third behind the technical and Business Administration graduate. What are the attitudes, preferences and experiences for or against the Liberal Arts graduate?

* * *

Statement	Response Frequencies: Disagree or Strongly Disagree	Neither Agree nor Disagree	Agree or Strongly Agree
Our firm prefers to hire Bachelor's Business majors rather than Liberal Arts majors.	8%	23%	69%
We are hiring more Liberal Arts majors than we did five years ago.	63%	23%	14%
Liberal Arts BAs have better communication skills than do Business Administration BAs.	25%	55%	20%
Liberal Arts BAs should take business related courses if they expect to find a job with my firm.	6%	17%	77%
My firm would rather not hire Liberal Arts BAs who do not have strong business related summer experience.	15%	41%	44%
Business Administration majors' goals are more defined than are those of Liberal Arts majors.	10%	20%	70%
The Liberal Arts majors are more flexible than are Business Administration majors.	20%	49%	31%
A Liberal Arts BA will be disappointed by his or her job prospects.	9%	32%	59%
We are willing to pay more for a Business major than for a Liberal Arts major.	28%	27%	45%
Communication skills are the most valuable skills an inexperienced BA can bring to a job.	16%	29%	55%

What future utilization do you see for Liberal Arts graduates?

It is the economic adage of supply versus demand: an oversupply of college graduates has allowed 69% of all surveyed businesses to prefer a business or technical degree from their new hires, much to the detriment of the Liberal Arts graduates. Fewer than 15% of all respondents are hiring more Liberal Arts graduates today than they did five years ago. Considering the "person" rather than the major is a luxury few businesses can or will do.

> "While I personally feel there are many solid Liberal Arts students deserving of employment consideration, most managers tend to shy away from people without business background. It's a convenient screening tool."

> "I see little change for the BA in heavy industry until there is perceived to be an on going shortage of Business Administration grads in various specialties. With us, even a BA with some business core courses is passed over in favor of a Business Ad with the right major."

Liberal Arts hiring, however, is occurring, depending on the type of industry. If the company is diversified with different functions or offers training programs, it will recruit and hire Liberal Arts graduates usually into positions that emphasize interpersonal or communication skills.

"...In sales there is no correlation between success on the job and having a Liberal Arts or Business Administration degree..."

"We have had good success with the Liberal Arts BAs in our business. Although we look primarily at the business major, the Liberal Arts people do have excellent communication skills."

Computer programming and accounting jobs are also possibilities for Liberal Arts graduates if company training programs exist.

"Our firm is unable to utilize large numbers of Liberal Arts grads on the professional staff. We do have a very limited program whereby students graduated from prestigious Liberal Arts colleges are put through an MS in accounting program by the firm."

Other Liberal Arts graduates are entering business through clerical or non-exempt jobs and attempting to advance in-house.

"They are currently being hired for clerical positions which previously required only a high school diploma, and salaries haven't escalated to compensate for the degree."

"We do not normally hire Liberal Arts graduates or bachelor's in business into exempt positions. They generally start in a non-exempt position and work their way into an exempt position."

Beyond the initial hire, non-technical graduates need to take training or courses in technical or business areas if they want upward mobility. Educational Assistance Programs offered by many firms advance this principle.

"Once on board, it's the work performance that counts. The employee may, however, lose out on promotional opportunities that require course work in designated business areas."

What changes in the Liberal Arts generalists' education would enhance their employment? They need to become better aware of the realities of business organizations, their needs and how they can fit. Only 30% of the respondents saw the Liberal Arts graduates as having defined goals. Proper and early career counseling and academic advising can help the student choose courses, in addition to the Liberal Arts, that are more business oriented: math, business, computer, science. Seventy-seven percent (77%) of those surveyed urged the Liberal Arts BAs to take business related courses if they expect to find jobs with their firms. Obtaining work experience is also strongly advised. Forty-four percent (44%) agreed that they would hire Liberal Arts BAs if they had strong business related summer job experience.

The right mix of analytical business and communication skills combined with realistic career goals is essential for the employability of the Liberal Arts graduate. Add to these fundamental skills the abilities in logical thinking, flexibility, motivation, commitment and dealing with people and the Liberal Arts grad has opportunities, but he must convince business and industry.

"Future utilization depends on the ability of BAs to respond to company needs. Business students 'sell' their technical knowledge. BAs must 'sell' their skills."

CORPORATE RECRUITING OF ACADEMICS

Colleges and universities have not been able to absorb into their teaching ranks the numbers of PhDs graduating for more than a decade. Shortages of doctorates in engineering, business and some of the sciences do exist, but there has been a surplus of graduates in the humanities and most of the social sciences. Voices have been raised intermittently advocating the employment in America's corporations of the "humanists" for they could be the champions of social responsibility and the internal conscience of the organization. Others have argued that the marked superior intellectual abilities of these doctorates and the associated skills they possess make them adaptable to many positions.

Teachers from the primary and secondary levels have been forced to leave education because of a natural drop in school enrollments or a personal dissatisfaction and sought other careers in the private sector.

The corporations participating in this year's survey were asked about the employment of these two groups of academics.

* * *

How many PhDs with humanities background or school teachers do you estimate your firm has hired in the last five years?

Primary and Secondary Teachers		Humanities PhDs	
None	33%	None	64%
1-10	50%	1-10	34%
11-35	12%	11-35	2%
36 +	5%	36 +	0%

Would teachers who have decided to leave education "fit into your firm"?

In assesing the responses and the attitudes expressed, they were mixed. Twenty-four percent (24%) stated that teachers would fit into a job, thirty-four percent (34%) held no opinion, and thirty-nine percent (39%) felt educators would not find a suitable position in their corporate environment. Of the firms which had hired teachers in the last five years, there was a 50/50 split in response to the question.

Firms who have hired teachers and who saw continued employment opportunities for them identified several areas where teachers had made successful transitions from the classroom to the corporate ranks. These areas were: Personnel, including Training and Development, Sales, Management, Public Relations, Computer Programming; in general, Administrative Assistant positions.

Respondent's comments:

> "School teachers have to learn that business is in the business of making money and that calls for a lengthy work day. Given that energy, they're a good match."
>
> "If a person has only a few years in the teaching profession, there's a reasonable chance for employment consideration. But if the individual has 5+ years experience, he or she is 'branded' as a teacher."
>
> "We have found that primary and secondary school teachers fit well into people management functions."

Humanities Doctorates

The survey asked for a reaction to six statements concerning the recruiting and employment of humanities PhDs in business.

Statement	Response Frequencies: Disagree or Strongly Disagree	Neither Agree nor Disagree	Agree or Strongly Agree
My firm is likely to hire a PhD who has a degree in a humanities field.	86%	11%	3%
Humanities PhDs are most likely to find a non-academic job in a personnel training area.	19%	45%	36%
Humanities PhDs are too expensive.	14%	70%	16%
Humanities PhDs are likely to suffer job dissatisfaction at my firm.	14%	44%	42%
My firm would be willing to pay more for a humanities PhD than it is for a Liberal Arts BA.	16%	46%	38%
My firm would have higher expectations of a PhD than it would of a BA.	4%	15%	81%

Of those firms which had not hired PhDs during the past five years (64%), 88% said they would be unlikely to hire a PhD who has a degree in a humanities field. Forty-eight percent of these non-hiring firms agreed that a humanities PhD would probably suffer job dissatisfaction at their firm.

Of those firms which had hired PhDs during the past five years (36%), only 8% said they would be likely to hire a PhD who has a degree in a humanities field. Twelve percent were neutral on the matter. Job dissatisfaction was still an issue among these hiring firms, 32% agreeing that a humanities PhD would be likely to suffer job dissatisfaction at their firm, and 24% disagreeing. Forty-eight percent of the hiring firms believed that humanities PhDs are most likely to find a non-academic position in a personnel training area. Also among the hiring firms, 27% felt that PhDs were not too costly, and 12% thought they were. But 45% of the hiring firms were willing to pay more for a humanities PhD than a Liberal Arts BA.

Comments:

> "We have worked with the University of Virginia's PhD summer program for three summers, and hired one person each year. (two of our three are doing real well, one is having a more difficult transition.)
>
> "It is possible universities are taking unfair advantage of frustrated and hungry humanities PhDs by giving them a fast fix course, raising their expectations and dumping them in a marketplace for which they still are not competitive?"
>
> "The key here would seem to be why these kinds of people would be changing careers to pursue work in the private business sector. I think there is an inference made that salary or lack of opportunity turn people with such backgrounds away from their real area of interest. It then becomes such applicant's responsibility to convince private business concerns that they could indeed be satisfied and in turn successful working in an industrial/business environment."

RESUMES AND THE JOB SEARCH

What do employers consider important in evaluating a resume, when should it be sent if a graduate is conducting a mail campaign, how important are grades, and what are the prospects of obtaining a position with an unsolicited resume? Two hundred and ten (210) personnel managers responded to these questions.

* * *

What are the two (2) most important items you consider when evaluating a resume?

Work Experience	30%	Clarity - Neatness	10%
Academic Background	24%	Extracurricular Activities	7%
Grades	13%	Honors	4%
Career Objectives	10%	Geographic Location	2%

How much importance does your company attach to a high grade point when evaluating an inexperienced entry level candidate?

Important - Very Important	68%
Ambivalent	17%
Not Very Important	15%

What is the best time for a graduating student to mail out an unsolicited resume?

Prior to graduation:	
3 to 4 months	27%
5 to 7 months	19%
7 to 8 months	14%
1 to 2 months	7%
Summer	5%
Anytime	26%
Prior to campus recruiting	2%

The use of the resume as a part of the employment process has become increasingly more important in the current employment market, where there is an abundant number of applicants for every position. It is surprising how often the resumes of college graduates are sloppily prepared and unclear as to education, skills, experience or job objective. The quality of most resumes would improve if they focused upon the employer's needs and those items which are a part of the evaluation.

Employers are using resumes to fill professional positions. An estimated 10% of all exempt positions will be filled from unsolicited resumes and another 19% from newspaper ads where the resume is the primary communication. With more companies pre-screening for campus recruiting, if the resume does not catch the eye of the pre-screener, the candidate, however great, will never get the opportunity to interview. It's a critical instrument and requires more attention than many candidates are giving it!

SUMMARY AND TRENDS

The data and information contained in the thirty-eighth annual report were provided by 262 companies. Most of the respondents are national corporations, large and medium sized, which regularly recruit from our colleges and universities. Survey responses were received from the companies during the month of November, 1983.

Corporate performance in 1983 took a decided turn for the better in that 57% reported a better 1983 than 1982, while only 18% said business was worse. The outlook for 1984 is quite good since 71% of the firms expect business to improve, 25% forecast no change, and only 4% anticipated worse conditions. Forty-seven percent (47%) of those who had a better 1983 than '82 predict an even better 1984.

College recruiting on the campuses continued its downward trend in 1983, but will reverse itself in 1984. Sixty-two percent (62%) of the corporations recruited less in 1983. Most visited fewer campuses and conducted fewer interviews, but 29% did not visit any college placement offices. Recruiting for next year's graduates will improve significantly, with 65% of the reporting corporations reporting their needs up for baccalaureates and 35% increasing recruiting for Master's degrees.

The expected trends in college recruiting have returned. Demand for BS engineers will be up 21% and MS engineers, 36%. Non-technical recruiting at the BS and MS level will improve by 20% and 24% respectively. Overall demand in 1984 will see a 20% improvement for baccalaureates and 28% for the Master's. Specific fields where demand will be up include Accounting - 28%, Sales and Marketing - 10%, Business Administration - 28% and Computer Science - 28%. The MS in Accounting up 43%, the MBA, non-tech BA, up 19% and with the technical BS, up 16%. Overall, a good change for the graduate, but still a very competitive market for the generalist where the demand will be flat to lower.

It became evident to the placement directors during the last few years that the corporations were responding very quickly to current condition, and were less committed to long-range manpower plans. Only 40% stated that they were hiring against a long-range plan, though 50% of the group hiring for current needs had a long-range plan that was considered. The companies who eliminated or severely cut back on recruiting the last two years, recognized that in three to five years promotable personnel would not be available internally. The solution; hire experienced personnel throughs ads, agencies or other sources. College recruiting will be changing even though recruiters see the need for graduates increasing in the next three to four years.

ACKNOWLEDGEMENT

The publication of the Report would not be possible without the cooperation and support of the many personnel executives who generously invest numerous hours in the accummulation of the requested information. They have the appreciation of Northwestern University. We trust that the published findings will be of value to them and that they are aware of the thousands of college students, placement officers, career counselors and others who use this material and find it useful.

This year's Report addresses more issues than typically considered in the past. We had everyone of the professional staff involved in the preparation, Frances Brown, Suzanne Gregory, Charles Michet, Nancy Sims and Margaret Smith. The other staff members, Merry Ann Pratt, Meg Priestley, Marisa Wojcik and my assistant, Charlotte Siegel, contributed their unique talents. Special recognition given to Charles Michet, for he went into combat with his quantitative and programming skills and took on a pugnacious computer that only followed instructions and not mental wishes and wants. Accolades and a chaplet to each and all! Thank you!

Northwestern University

Victor R. Lindquist
December, 1983

THE PLACEMENT CENTER

The Placement Center of Northwestern University is able to assist employers in their search for qualified professional personnel in virtually every field and at all levels from entry to executive. Inquiries concerning the services of the Center may be directed to Victor R. Lindquist, Director of Placement, Northwestern University, Evanston, Illinois 60201.

Whatsoever things are true, whatsoever things are honest,
whatsoever things are just, whatsoever things are pure,
whatsoever things are lovely, whatsoever things are of
good report;
if there be any virtue, and if there be any praise,
think on these things.

Philippians 4:8

BEST COPY AVAILABLE

12-83/NL-LA/1892